Using an E-literature Program Based on The Formeaning Response Approach in Developing Faculty of Education English Majors' Critical Discourse Analysis

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Abstract

The present study aimed at investigating the effect of using an E-literature program based on the formeaning approach on developing Faculty of Education students' critical discourse analysis skills. Sixty students were randomly divided into two intact groups: an experimental group and a control one. The experimental group was taught using the program while the control one received regular instruction. The tools of the study included a needs assessment questionnaire to second year English majors, a needs assessment questionnaire administered to staff members at Faculty of Arts, a needs assessment test of CDA and a CDA test and. Equality between the experimental and control group on the dependent variables was ensured by comparing the means of scores using "t"- test. After implementing the program, post testing was undertaken and the data obtained were analyzed using both "t"-test and the effect size of the program. The results revealed that the participants of the experimental group surpassed their counterparts in the control group on the post testing of critical discourse analysis.

Key words: an E-literature Program – Formeaning approach – Critical discourse analysis

استخدام برنامج في الأدب الإلكتروني قائم على مدخل "دمج الشكل والمعنى" في تنمية التحليل النقدي للخطاب لدى طلاب شعبة اللغة الإنجليزية بكلية التربية

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مستخلص

هدفت الدراسة إلى فحص أثر استخدام برنامج للأدب الإلكترونى قائم على مدخل دمج الشكل والمعنى في تنمية مهارات التحليل النقدى للخطاب لدى طلاب الفرقة الثانية شعبة اللغة الإنجليزية بكلية التربية حيث تم اختيار عينة عشوائية من الطلاب قوامها 60 طالبا تم تقسيمهم إلى مجموعتين: الأولى ضابطة والثانية تجريبة. كلتا المجموعتين درستا نفس المحتوى ولكن الأولى بالطريقة التقليدية والثانية باستخدام المدخل محل الدراسة. أدوات الدراسة شملت استبيانا لطلاب الفرقة الثانية وآخرا للسادة أعضاء هيئة التدريس واختبارا لنحديد مستوى الطلاب في التحليل النقدى للخطاب و اختبارا للتحليل النقدى للخطاب. تأكد الباحث من تجانس المجموعتين عن طريق مقارنة متوسطات درجات المجموعتين في الاختبار باستخدام اختبار t كما تم إجراء التحليل الإحصائي لمتوسطات درجات العينة قبل و بعد تطبيق البرنامج ليتبين للباحث مدى تأثير البرنامج في تنمية مهارات التحليل النقدى للخطاب لدى المجموعة التجريبية التى جاءت متوسطات درجاتها أكبر من نظيرتها.

الكلمات المفتاحية : برنامج في الأدب الإلكترونى – مدخل دمج الشكل والمعنى – التحليل النقدى للخطاب

Introduction

Literature is, like all of us, dynamic, creator and created, both evolving and emerging, organic and alive and always in a state of becoming. From that point the term "Electronic Literature" or "E-literature" emerges. Electronic Literature is generally considered to exclude print literature that has been digitalized. Therefore, a book that is originally in print form but is transformed into an e-book is not an example of Electronic Literature. What makes Electronic Literature different from other types of literature is that it is able to incorporate digital elements (such as photos, music etc.) along with the text, which creates an interactive experience for the reader.
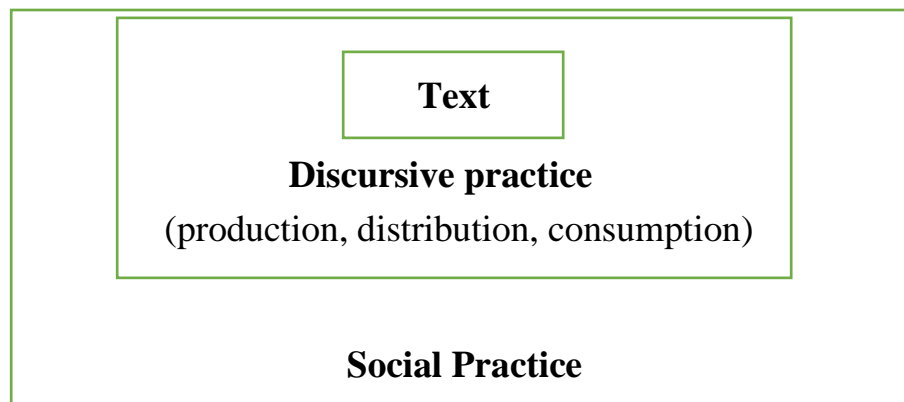
Ling, Ling and Eng (2016) and Mahmoud (2015) state that there are many approaches for teaching poetry as listed below:

1. Information Based Approach:
2. Personal Response Based Approach:
3. Language Based Approach:
4. Stylistic Approach:
5. Moral Philosophical Approach:
6. New Criticism Approach:
7. Inquiry Based Approach:
8. Formeaning Response Approach: (form + meaning)

   The Formeaning Response approach's *response* component, which comes from Reader-Response theory, is based on recognizing that when students personally relate to literary themes, the subject matter becomes more relevant—and that this relevance, in turn, assists the learning process. When students relate their own experiences and beliefs to make sense of a poem and its language, there is often less direct focus on the linguistic forms. This is because students construct an overall meaning through a transactional process largely based on their own backgrounds, memories, and ideas.

Critical Discourse Analysis

Figure 1 Fairclough's three-dimensional model for critical discourse analysis (1992, p. 73)

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│   ┌────────────────────────────────────┐   │
│   │         ┌──────────────┐           │   │
│   │         │     Text     │           │   │
│   │         └──────────────┘           │   │
│   │       Discursive practice          │   │
│   │  (production, distribution,        │   │
│   │           consumption)             │   │
│   └────────────────────────────────────┘   │
│                                              │
│              Social Practice                 │
└────────────────────────────────────────────┘
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In this study the text was analyzed by looking at the kind of the text, the contents, settings, characters, plot, message and the researcher's viewpoint.

Context of the Problem:

The students in poetry classes lack entertainment and appreciation and that results from using the traditional method of presenting artistic pieces which requires no skillful procedures to follow. Consequently, they have difficulties in analyzing any piece of art because they always wait for the ready-made reports by the instructor and they are not allowed to innovate theirs.

In order to document the problem of the present study, the researcher developed:

1. A questionnaire administered to second year English majors at Faculty of Education
2. A questionnaire administered to the staff members at Faculty of Arts responsible for teaching poetry.
3. A test administered to the second year English majors at Faculty of Education.

Statement of the problem:

Based on the results obtained from administering the previously mentioned questionnaires and the given test, it is emphasized that Faculty of Education English majors' conventional way of studying literature need to be changed. Moreover, students' ability to appreciate the literary texts, criticize them in a different way and think more reflectively is a pressing need in a digital world where all resources become digitally born. Therefore, the entire study aims at:

"Using an E-literature Program Based on The Formeaning Response Approach in Developing Faculty of Education English Majors' Critical Discourse Analysis"

Objective of the study:

The present study attempted to identify the effect of using an E-literature program based on the formeaning response approach in developing Faculty of Education English majors' critical discourse analysis.

Hypothesis of the Study:

The following hypothesis was tested:

- There would be a significant statistical difference (favoring the experimental group) between mean of scores obtained by the participants of the experimental and the control groups in the post performance on the test of critical discourse analysis.

Delimitations of the study:

- The suggested Program was introduced in E-Literature which refered to works with important literary aspects that take advantage of the capabilities and contexts provided by the stand-alone or networked computer
- The group of the study was confined to students enrolled in second year Faculty of Education.
- The suggested Program was applied in one term; four hours a week.

Significance of the study:

* This study was significant in that it addressed the very heart of curriculum delivery, that was, the methods used to teach poetry. It was investigated by examining the methods used to teach poetry, both teachers and learners would become more aware of the importance of poetry as a genre in the curriculum. In addition, this study was significant in that it analysed current methods used in poetry teaching and also identified successful methods. This study hoped to make a contribution to reawakening interest in English poetry teaching and learning.

* The present study tried to fill the gap in the review of literature that investigated the suitable pedagogy to introduce e-literature in order to enhance students' critical discourse analusis and as well as their enjoyment of literary texts.

* The study offerd an e-literature program that included different types of digital poems and that was their first time to deal with that type of literature.

* The study offered a great opportunity for the students to practice critical discourse analysis of selected poem and it is not easy to deal with poetry as a discourse because it was highly complicated.

* The study introduced to students different approaches of critical discourse analysis and helped them to be familiar with the appropriate one to be used according to the context and the type of text.

* The study introduced a test of critical discourse analysis.

Definition of terms:

- **E-Lietrature:**

Hayles (2008: 3) defines e-literature as "digital born," since a first-generation digital object is created and meant to be read on a computer.

The researcher adopts the Electronic Literature Organization (ELO) definition which defines Electronic Literature as a "work with an important literary aspect that takes advantage of the capabilities and

contexts provided by the stand-alone or networked computer, created on a computer and usually meant to be read on a computer

- **The "Formeaning Response Approach"**
  Kellem (2011) defines the term *formeaning* (form + meaning) as:

It is used to represent Stylistics, the language-centered approach to teaching poetry. It comes from Reader-Response theory and it is based on recognizing that when students personally relate to literary themes, the subject matter becomes more relevant—and that this relevance, in turn, assists the learning process

To the researcher, the "formeaning response approach" means a student-centered approach of teaching poetry that tends to bridge the gap between aesthetic and stylistic approaches to help student to to reflect critically and respond imaginatively to the introduced poems.

- Visualization phase in which students reflect to images and metaphors included in the text.
- Summarizing phase.

Critical Discourse Analysis (CDA):

Luke (2002) defines CDA as explicitly normative analysis of how texts and discourses work in ideological interests with powerful consequences.

The researcher adopts the definition mentioned by Wodak (2002) which asserts that CDA sees discourse – language use in speech and writing – as a form of 'social practice'. Describing discourse as social practice implies a dialectical relationship between a particular discursive event and the situation(s), institution(s) and social structure(s) which frame it: the discursive event is shaped by them, but it also shapes them.

Review of Literature

- **E-literature versus conventional literature**

Kaba (2017) indicated that teaching literature beard availability, at any moment of literary texts, and the possibility that these texts were easily accessible by students who during the learning process should be

taught how to analyze, evaluate and simply to understand these texts. Nidelko and Cirnu (2009) assured that contemporary education paradigm has changed significantly due to the development of information and communication technology (ICT) and literature as an important type of educational material should respond to the evolution of technology to meet students' needs and impatience. As a conclusion, it is emphasized that new generations are born with the capacity to be more engaged in digital learning, that is a scientific fact asserted by many studies Hayles(2008) & Buzzard et al (2011) and as Coffield (2000).

- **The Formeaning Response Approach in Teaching Poetry**

Muñiz Cachón et al. (2018) assured that understanding and interpreting texts demanded two kinds of stances called *the efferent reading* and *the aesthetic reading*. The former referred to the act of reading a literary text in order to get information and gain meaning out of it. At this level, readers produced responses by focusing on implicit meaning based on rational interpretations.

Al-Mahrooqi (2012) asserted that enough conclusive evidence that specifically analyzed student reaction to how literature was incorporated in the classroom was still lacking. Kellem (2009) reported that poetry was a source of content-rich reading material; a model of creative language in use; a way to introduce vocabulary in context; and a way to focus students' attention on English pronunciation, rhythm, and stress. The formeaning response approach combined two approaches which were "Stylistic" and "Reader-Response" in a way that placed equal importance on the study of language elements and on responding personally to poetry.

- **Critical Discourse Analysis (CDA)**

Wodak (2011) summarized things to look for in Critical Discourse Analysis in :

a) Hidden relations of power within the text

b) Who is the agent who is empowered over another

c) Who are the speakers

d) Who is the target audience

e) What are the things that are left unspecified or unsaid

f) The use of passive voice

g) The use of colourful language (indicating strong discourse)

Gee (2004) also agreed on that discourse analysis described an interdisciplinary family of methodologies and approaches to the study of language and text that drew variously upon linguistics, literary theory and cultural studies, philosophy of language, sociology and psychology. Haiss , Van Zalinge, Higgins, Bethell, Hobenreich, Schiffrin and Nichols (2003) stated that discourse refered to language in use it could go beyond a sentence or a written text. Moreover, Anderson (2001) presented three interrelated qualities of research design that continue to be salient for literacy researchers using CDA: reflexivity, social action, and context and concluded that the contributions CDA studies in educational research made were related to the field's understanding of texts, talk, and social environments that comprise learning environments.

Material and Methods:

A-Experimental Design:

The study used a pre-post control group design (a quasi experimental design). The participants were divided into two groups each composes of 30 students. The treatment group was trained using the suggested program while the non-treatment group was taught according to the regular method they followed with their regular instructor who had approximately the same experience and qualifications as the researcher.

B –Participants:

       Two groups were selected from second year English majors at the Faculty of Education, Minia University.

C-Duration of the Experiment:

The experiment lasted for one term; two hours weekly.

D- Variables:

*The Independent Variable:

Using of an Electronic literature program that was introduced to second year English majors at the Faculty of Education.

* The Dependent Variable:

Faculty of Education second year English majors' critical discourse analysis skills.

E- The Instructor:

The researcher taught the participants of the treatment group herself the proposed program that contains a selected group of poems belong to the form of e-literature using the formeaning response approach while another colleague with approximately the same experience and qualifications taught the non-treatment group the same content using the regular method of teaching .

Instruments of the study:

A. A needs assessment questionnaire which was administered to Faculty of Education English majors to assess students' need to follow a new approach in teaching poetry that would lead them to better appreciation and develop their CDA skills.
B. A questionnaire administered to the staff members at Faculty of Arts responsible for teaching poetry.
C. A needs assessment test of critical discourse analysis and literary appreciation (Prepared by the researcher) aimed at identifying students' application of different approaches in analyzing and appreciating given texts.

A. **A Needs Assessment Questionnaire**
   1. Objectives of the Questionnaire
a. To see how far first year students at Faculty of Education needed an E-literature program that would help them in establishing new ways for appreciating poetry.
b. To see how far first year students at Faculty of Medicine need to develop their CDA skills

c. To elicit EFL/TEFL staff members comments on teaching poetry using the formeaning approach and to decide if this method would foster students' CDA skills.

d. The data obtained was then analyzed.

2. Constructing The Assessment Questionnaire

a. The researcher reviewed the literature related to teaching poetry via different approaches included the chosen approach and CDA as a new theory applied recently on poetry

b. Instructions were given to students to answer the questionnaire**.**

c. The questionnaire included four major categories that were classified into fifty one items**.**

d. The questionnaire was validated by a panel of ten EFL/TEFL staff members.

e. The questionnaire was administered to ninety students enrolled in the second year English majors (the intended sample for the present study) Faculty of Education – Minia University to assess their needs for developing their CDA skills through an E-literature program

3. Results of the Questionnaire:

Analyzing the results of the questionnaire which was administered to 90 students enrolled in the second year English majors at Faculty of Education, the following notes could be mentioned.

The **Majority** of the sample agreed on that:

1. Poetry is so problematic in learning when using the traditional way of instruction as it lacks interaction and motivation.
2. Using technology can support learning especially when it is possible to deliver learning materials on mobiles and pcs.
3. Depending only on analyzing the language forms of the text is not effective in learning poetry as it is mostly needed to achieve reader-text interaction.
4. Most of students have difficulty in verbalizing emotional responses to a literary work and understanding figurative language.
5. Most of students lack critical awareness of the benefits and limitations of discourse analytical approaches to study language use in social and educational contexts.

B. A questionnaire administered to the staff members at Faculty of Arts responsible for teaching poetry.

1. Objectives of the Questionnaire

a. To see how far the traditional way in teaching poetry meet the students' needs and help them in appreciating pieces of art.

b. To see how far second year students at Faculty of Education need to develop their CDA and literary appreciation skills

c. To elicit EFL/TEFL staff members comments on teaching poetry using the formeaning approach and to decide if this method would foster students' CDA skills.

d. The data obtained was then analyzed.

2. Constructing The Assessment Questionnaire

a. The researcher reviewed the literature related to teaching poetry via different approaches included the chosen approach and CDA as a new theory applied recently on poetry

b. The questionnaire included four major categories that were classified into fifty one items.

c. The questionnaire was validated by a panel of ten EFL/TEFL staff members.

d. The questionnaire was administered to 11 staff members of Faculty of Arts – Department of English – Minia University to assess students' needs for developing their CDA skills through an E-literature program

3. Results of the Questionnaire:

After analyzing the results of the questionnaire administered to staff members, some important notes are to be mentioned:

a) Most learners have had unpleasant experiences and negative attitudes towards poetry.

b) Teachers do not have guidelines on what methods to employ when teaching poetry.

c) Students are not encouraged to express their personal understanding of a poem; they only wait for the teacher's ready-made explanation.

d) Students don't have a beneficial background about the terms and concepts used in different approaches of analyzing discourse.

e) Students lack the ability to carry out the analysis, critical assessment of information in terms of its linguistic-cultural features

f) Students lack the ability to appreciate the artistic value of reading poems.

C. CDA Test

The CDA test was assigned for second year English majors at Faculty of Education to achieve the following objectives:

1. Testing students' performance in differetiating the surface and deep meaning of poetic language.
2. Testing students's use of their experience on interpreting given poems
3. Testing students' prediction of the hidden relations of power within the text
4. Testing students' location of symbolic argument in a piece of art.
5. Testing students' application of CDA in analyzing poems

Construction of the CDA Test

a. The researcher reviewed the literature related to the construction of a CDA test

b. The test was based on a table of specification. It included four parts:

- Part one was for testing students' use of important definition related to CDA
- Part two was for testing students' recognition of different uses of CDA in literature and text analysis.
- Part three was for testing the students' level of performance in applying CDA features in analyzing a poem.
- Part four was for testing the students' application of what they learnt in CDA approach by filling a model of it.

Time Duration:

Ninety minutes were assigned for responding to the CDA test.

Test Validity

1-Content Validity:

To determine the content validity of the CDA test, the researcher distributed it to seven TEFL/EFL staff members to evaluate its content validity. The majority of the panel commented that:

- The test items were well stated
- It was well organized
- It matched the table of specification

2. Internal consistency between each dimension compared to the total score of the test was also calculated. See table (1)

Table 1

Correlation Coefficients between Each Dimension and the Total Score of the CDA Test (N=30)

Test dimensions	Part 1	Part 2	Part 3	Part 4
Correlation Coefficients compared to the total score of the test	0.725**	0.821**	0.723**	0.614**
Sig	0.01	0.01	0.01	0.01
Total=20	5	5	5	1

Correlation is significant at the 0.01 level (2-tailed).

It was obvious from the above table that correlation coefficients between each dimension and the total score of the test were significant at (0.01). This indicated the validity of the test dimensions.

Test Reliability

To establish the reliability of the test the researcher used Alfa-Cronbach to compute the reliability of the test. Alfa reliability reached (**0.793**) and this coefficient has a statistical significance that shows the reliability of the test.

Table (2)

Alfa-Cronbach's Reliability Value of the CDA Test

	Alfa-Cronbach's Reliability	No of Items
Results:	0.793	16

Hypothesis 1:

Hypothesis 1 predicted that there would be a statistical significant difference (favoring the experimental group) between mean scores obtained by the experimental and control groups on the post-test of the CDA Test. Statistical analysis showed that this hypothesis was accepted as t- value (**27.052**) was significant at (**0.01**) favoring the experimental group. Table (3) below shows the data obtained to test this hypothesis.

Table (3)

Means, Standard Deviation, Mean Difference and "t" value between pre-post Performance of the Experimental and Control Groups on

the CDA test (N=30)

Part	Group	Mean	Std. Deviation	Mean Difference	"t" value	df	Eta	Eta Squared ($\eta2$)
Part 1	Experimental	13.2000	3.346	8.000	8.833*	58	0.757	0.574
	Control	5.2000	3.661					
Part 2	Experimental	13.0667	3.507	7.866	10.228*	58	0.802	0.643
	Control	5.2000	2.333					
Part 3	Experimental	20.6000	4.915	11.800	10.447*	58	0.808	0.653

	Control	8.8000	3.756					
Part 4	**Experimental**	18.5000	2.674	14.166	19.827*	58	0.934	0.871
	Control	4.3333	2.856					
Total	**Experimental**	65.3667	4.723	41.833	27.052*	58	0.963	0.927
	Control	23.5333	7.030					

*Significant at (0.01) level and beyond

From the above table, it can be concluded that there are statistical significant differences (favoring the experimental group) between mean scores obtained by the experimental and control groups on each part of the post-test of CDA Test. The effect size of the program is (**0.927**) which is high and shows the effectiveness of the program in developing students' CDA skills

Figure (1) showed that the experimental group surpassed the control group on the post-performance of each part of the CDA Test.

Figure (2)

The Experimental group Vs. the Control One on the post-performance of each part of the CDA Test

	CDA1	CDA2	CDA3	CDA4	total
Experimental	13.2	13.0667	20.6	18.5	65.3667
Control	5.2	5.2	8.8	4.3333	23.5333

■Experimental ■Control
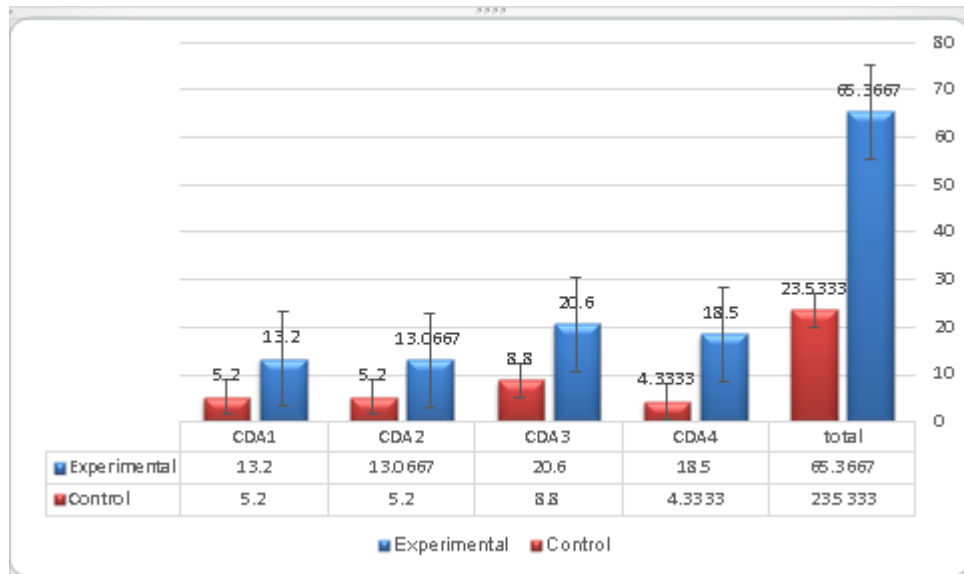
Discussion

Hypothesis 1 predicted that there would be a statistical significant difference (favoring the experimental group) between mean scores obtained by the experimental and control groups on the post-performance of the CDA Test. Statistical analysis showed that this hypothesis was accepted. The effect size of the program was calculated by the Eta-squared formula to guarantee that the effectiveness of the E –literature program based on the formeaning approach in developing secong year English majors CDA was not due to chance.

Results obtained on the post-tests of the CDA test revealed that there were significant differences favoring the experimental group. The degree of improvement reflected that students' CDA has been developed. Students in the experimental group showed remarkable improvement due to the use of multiple activities and technological and online aids based on the formeaning approach which seemed to be a remarkable tool in maintaining the interest of the students and improving their appreciation. The learning techniques, activities,

educational resources, and evaluation procedures were in line with the technologies and up-to-date teaching and learning online programs and met the needs of almost all students. Thus all students had the opportunity of learning the content. Many studies assured the study results as

Conclusion

It can be concluded that the E –literature program based on the formeaning approach helped in developing students' CDA skills and that was supported by many studies as Rogers (2011), Rogers (2004), Gee (2004), Haiss et al. (2003)

O'halloran (2003), Anderson (2001)andSlembrouck (2001)

Recommendations

In the light of the results obtained in the present study, the researcher recommends the following:

1. Teaching poetry using innovative methods can help in better understanding of texts and deep appreciation of the figurative language included in any piece of atr.

2. Analyzing poems as discourse can help students to catch the deep meanings in a poem so that neesds a lot of consideration in preparing the curriculum.

3. The personal experience affects students' response to any poem, so it is better to include in the given courses poems that have a great reflection of reality we live.

Suggestions for Further Research

The researcher suggests conducting the following studies:

1- A replication of this study to be administered to a wide number of students.

2- Investigating the effect of using the E –literature program based on the formeaning approach speaking skills and communication skills.

3- Investigating the effect of using an E –literature program based on the formeaning approach in reducing oral communication apprehension.

4- Investigating the effect of using a blended learning program in poetry on developing cultural awareness and oral communicative competence.

5- Investigate the effect of using an E –literature program based on an a different approach of the formeaning approach to develop intercultural competence and critical thinking.

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